Learning Conversation Notes			
Name of Partner:	Date: June 9	<b>Date:</b> June 9, 2005	
Community Inclusive Playgroup			
Number of Children Served:	Ages: 1 yr	<b>Ages:</b> 1 yr (1), 2 yr (8), 3 yr (1),	
10			
When Served:	Gender:	Ethnicity:	
January 2005 to Present	6-Male	9 - Caucasian	
	4-Female	1 - Hispanic	
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**Conversation Participants:** Barbara Gunther, Jackie Clark, Annie Toor, Deb Koss, Virginia Daniel, Melisa Hightower, Nancy Baggett, Michael Romero, Kim Bradley, Don Ferretti

#### **Outcomes:**

- All families served are supported in becoming knowledgeable and competent in child nurturing, child interaction, child learning, and parenting skills that promote positive child development.
- The modular is used by the community for meetings and gatherings on a fee basis resulting in a funding source other than First 5 to pay for team meetings.

#### **Performance Measures:**

- Demographics (number of 0-5 served by gender, age, and when services were provided).
- Ages & Stages Questionnaire for children in Early Head Start participating in the playgroup.
- Early Intervention Developmental Profile for families in the ARC Placer Infant Program.
- Parent satisfaction surveys.
- Narratives from team meetings
- Tracking community usage of the modular along with revenues and expenses placed in a protected account for the playgroup team meetings.

### What is this data telling us about achievement of outcomes?

90% of children served are Caucasian, 10% are Hispanic.

Full capacity for the playgroup is 8 children in the partnership with Early Head Start.

Five of the children were from Early Head Start 4 boys and 1 girl, and from the Infant Program 2 boys and 3 girls.

Eligibility for the playgroup is until age 3. At age 2 ½ the playgroup staff will meet with the parents to develop a transition plan.

There are currently more boys in the playgroup, but it appears that girls will dominate the next wave.

### What is this data telling us about achievement of outcomes? (Con't)

Early Head Start uses Ages and Stages Questionnaire and ASQ-SE (Social/Emotional) as an educational tool for parents; and then staff uses this information as and evaluation tool. The ASQ's are a conversation starter, and the scores are discussed in team meetings.

Two children scores went down in problem solving. Looked at the questions asked in the problems solving segment to see if the decrease in scores is relative to the question.

No child fell below the cutoff. They are all developmentally appropriate.

Discussing strategies with the parent, and having the parents use these strategies at home reflects in positive development.

All five children ASQ-SE scores were below the cutoff, which indicates their social emotional development is appropriate.

EIDP is administered by Placer Infant Program in the child's home with the parents' participation. It is an assessment of the child's development, and it starts the assessment of the service plan.

Modeling is a strategy used to teach in the playgroup.

Playgroup staff will also work with therapists to support learning. For example learning some signing for a hard of hearing child.

All of the children in the playgroup have shown improvement. Real growth is documented.

The modular is used by community parents, but is not currently being used by other community groups.

Income from the Community Playgroup \$300. Expenses were \$8230.

# In what ways will we apply what we have learned from our data?

Continue to discuss the children's scores and continue to discuss this information with the parents.

Team meetings are made up of multiple disciplines to look at the child more holistically.

Inclusiveness of this program contributes to the children's growth because it allows them to model the behaviors of the typically developing children.

The parent survey is applied at least two times a year (6 mo). If possible staff would like to administer the survey more often. Responses indicate the parent's understanding of growth development.

## In what ways will we apply what we have learned from our data? (Con't)

A socialization event for parents and their children is being discussed.

What is being captured in the weekly team meeting is supported by the developmental progress that this recorded in the data.

It would be nice to capture some highlights about significant improvements of a child from one learning conversation to another.

### Other points that were made during the conversation:

Often, Playgroup staff also make the home visits, so they are able to assess the child in both the home and playgroup environments.

The vigilance demonstrated by the Playgroup staff of listening and working with parents and using and building on the parent's information is evident through the child's growth.

Parents express they appreciate the value of an inclusive playgroup. Five children were from the Infant Development program, three were from Early Head Start and 2 were fee based. This shows this a socio-economic diverse group.

Parents are gaining skills in parenting, and are being supported in becoming knowledgeable and competent in child nurturing, child interaction, and child learning.

The playgroup has developed a monthly newsletter to expand awareness. The newsletters include the curriculum theme, and tips for parents to interact with their children.

## **Next Steps:**

Look at different ways to outreach to increase awareness that the modular is available.

An additional playgroup, available on a sliding fee scale, will begin in August 2005.

Outreach to BabySteps parents to increase knowledge of the playgroup.

Next learning conversation will be March 2006.